

THE CORRELATION BETWEEN STUDENTS' READING STRATEGIES AND THEIR READING COMPREHENSION ABILITY IN READING ACADEMIC TEXT

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Abstract: This research was conducted to find out the correlation between students' reading strategies and their reading comprehension ability. It was also to find out the most category and types of reading strategies used by students and students' reading comprehension in reading academic text. The subject of this research was 5th semester students of English Education Study Program. There were 53 students as participants in this research. The method that used in this research was descriptive study. The data collected by distributed a questionnaire and TOEFL test. The data revealed that 49.06% students labeled as high strategy user category and 50.94% students labeled as moderate strategy category. Besides, the most types of reading strategies used by students were Problem Solving Strategy with the average score was 3.93. Furthermore, 5th semester students have average to good in reading comprehension. The correlation between students' reading strategies and their reading comprehension showed that the correlation coefficient was 0.51 and classified in "moderate level".

Keywords: Reading Strategies, Reading Comprehension.

Abstrak: Penelitian ini dilakukan untuk mengetahui hubungan antara strategi membaca siswa dan kemampuan pemahaman dalam membaca. Penelitian ini juga dilakukan untuk mengetahui kategori dan tipe-tipe strategi yang digunakan oleh siswa dan kemampuan mereka dalam memahami teks dalam bentuk akademik. Subjek penelitian ini adalah mahasiswa semester 5 Program Studi Pendidikan Bahasa Inggris. Terdapat 53 siswa yang terlibat dalam penelitian ini. Metode yang digunakan dalam penelitian ini adalah metode deskriptif. Data dikumpulkan melalui respon siswa terhadap kuisisioner dan test TOEFL. Data menunjukkan bahwa terdapat 49.06% siswa termasuk kategori pengguna strategi tinggi dan 50.94% siswa termasuk kategori pengguna strategi sedang. Selain itu, tipe-tipe strategi yang paling sering digunakan oleh siswa adalah strategi mengatasi masalah dengan nilai rata-rata 3.93. Siswa semester kelima memiliki kemampuan rata-rata baik dalam pemahaman membaca. Hubungan antara strategi membaca siswa dan kemampuan pemahaman dalam membaca menunjukkan bahwa hubungan koefisiennya 0.51 dan diklasifikasikan dalam "level sedang".

Kata Kunci: Strategi Membaca, Pemahaman Membaca.

In learning English, students will recognize four skills. They are listening, speaking, reading, and writing. Reading is one of the skills that students have to acquire. It requires students to understand the ideas conveyed by the writer. According to Anderson in Suhendri (2002), reading is a process of constructing meaning from the written language. It is a complex skill requiring the coordination of a number of interrelated sources of information.

Reading is fundamental for students to achieve their successes in learning. To support them achieving their successes in learning, they need to read a lot of books, journal or articles and many others in order to gain the knowledge and wide perception. The more students read, the better they will build their critical thinking. Critical thinking in learning can make learning thoughtful and meaningful. Besides as a fundamental and critical thinking, reading is also the foundation of all knowledge. Either the textbook or the extracurricular reading materials provide many vocabularies and phrases for students, especially university students to develop their listening, speaking and writing skill. The university students not only need to acquire knowledge and theories from English reading materials, but also need to read many English books, magazines, or newspapers for the absorption of new knowledge and information. Strengthening English reading ability will be necessary for students to promote individual ability in competing.

For students, reading ability means comprehending various kinds of text and gets the general ideas until the specific or details ideas based on the text. It is a cognitive process that students have to complete. In reading comprehension process, students should consider about the basic comprehension process which work together simultaneously and complement one another (Irwin in Boardman 2007). In addition, the fifth semester students in English Education Study Program who have taken some reading subjects from the first semester until the fourth semester should have the ability in reading comprehension well. According to Riyanti (2011), learning objectives in the highest level of reading subjects in English Education Study Program are to comprehend various kinds of reading texts, recognizing discourse markers, getting overall impression of the texts, and applying various reading techniques. Based on these objectives, the writer assumes that the students who have finished learn some reading subjects have the ability in reading comprehension well. Thus, it can be the reason why the writer interesting conducted a research on this field. The writer interested to find out how the students' ability in reading comprehension and the used of reading strategies in reading comprehension text.

It is realized that reading and comprehending English materials are not easy. Students should practice reading English materials more in order to understand the information from the text materials. In fact, based on the writer's observation to some students, they were still doubtful with their reading comprehension ability. They struggled to comprehend reading text materials, especially academic text such as textbooks, journals and articles. To overcome this problem, they usually applied reading strategies even though they did not really know how significant the strategies support their reading comprehension.

Since reading and using reading strategies are the inseparable activities in reading comprehending process, students should be aware about this. The use of reading strategies in reading comprehension can help students comprehending the materials easily. Park (2010) investigated reading strategies used by 115 Korean college students learning English. The result revealed that the Korean college students who use reading strategies would be more sophisticated when they read expository/technical texts in English. The students reading strategies were different according to their personal characteristics, such as grade levels, academic majors, enjoyment of reading English materials, self-perception of being a proficient English reader, and gender. In addition, Kamran (2012) investigated the relationship existed between 114 Iranian EFL learners' reading strategy use and their reading achievement. The result reported a positive correlation between Iranian EFL learners' reading strategy use and their reading achievement at 0.23 and it classified in low level category.

Hence, it is important to use appropriate strategies in different text materials. Strategies used by students are varied. As Block (2001) stated that reading strategies used by students were different. Students have their own strategies in reading in order to adapt with their level in gaining the information from the materials that they read. The strategies which are appropriate to the text materials will support the students to comprehend the text materials well. Without any strategies, it is difficult to get the information and comprehend the meaning of the text. Reading strategies are essential, not only for successful comprehension, but also to overcome reading problems and become a better reader and comprehender (McNamara: 2009). In other words, reading strategies are very important to help students comprehending the text.

In this case, the writer was interested in conducting research in this field. The writer was interested to find out on what categories and kinds of reading strategies used by students. Besides, the writer was also interested to investigate the ability of the students in comprehending the academic reading text and whether there was a correlation between students' reading strategies and their achievement in reading academic text

METHOD

A method of this research was descriptive Study. Best in Cohen (2000) concerned descriptive research is a conditions or relationship that exist; practices that prevail; beliefs, points of views, or attitudes that are held. Also, it concerned with how it is or what exists is related to some preceding event that has influenced or affected a present condition or event.

The population of this research was the 5th semester students of English Education Study Program of FKIP Tanjungpura University in academic year 2013/2014. They were 53 students consist of 28 students from class A and 25 students from class B. The writer chose the 5th semester students of English Education Study Program of FKIP Tanjungpura University in academic year 2013/2014 because they have the basic in reading academic text (they had learned some reading subjects from the 1st semester until 4th semester).

Since the purpose of this research were to find out on what categories n types of reading strategies used by students, to describe 5th semester students' ability in reading comprehension and to find out the correlation between students' reading strategies and reading comprehension ability, the appropriate techniques was measurement technique. For this, the researcher used a questionnaire and TOEFL reading comprehension test. A questionnaire used to find out students' reading strategies and TOEFL reading comprehension used to describe students' ability in reading academic text. In order to make this research more obvious, the steps of data analysis were needed.

FINDING AND DISCUSSION

Findings

The first finding of this research was to find out on what category of reading strategies used by 5th semester students. Mokhtary and Shoerey (2002) categorized reading strategies in three categories, they are high strategy user, moderate strategy user, and low strategy user. Based on the data which the writer obtained, the result revealed that 49.06% students were labeled as high strategy users and 50.94% students labeled as moderate strategy users. There was no student labeled as low strategy users. Those percentages obtained without separating them into four classifications of reading strategies. In Global Strategies category (GLOB), the students who categorized in high strategy user were 37 students (69.81%), moderate strategy user were 16 students (30.19%). Second, Problem Solving Strategies category (PROB), the students who categorized in high strategy user were 44 students (83.01%) and moderate strategy user consists of 9 students (16.99%). Both in Global Strategies (GLOB) and Problem Solving Strategies (PROB) did not have students who categorized in low strategy user. The third category was Support Reading Strategies (SUP), the students who categorized in high strategy user were 18 students (33.96%), 29 students (54.72%) labeled as moderate strategy user, and 6 students (11.32%) labeled as low strategy user. The last category of reading comprehension strategies was Reading Comprehension Strategy Category (RCS). In this category, 19 students (35.85%) labeled as high strategy user, moderate strategy user consists of 29 students (54.72%), and low strategy user consists of 5 students (9.43%). The detailed of result of data analysis on the percentage in each classification of reading strategy user can be seen on the following figure:

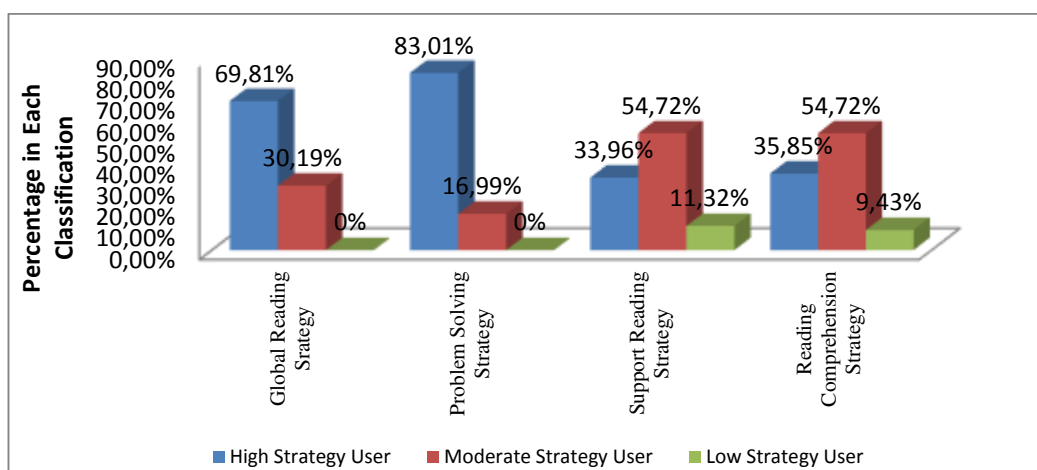


Figure 1

The Detail Percentage in Each Classification of Reading Strategy User

This research was also designed to find out the ability of the students in comprehending the academic reading text of TOEFL reading comprehension. From the data analysis, it showed that there were 3 students (5.66%) labeled as good to excellent score, which the range score 80 to 100, 43 students (81.13%) labeled as average to good score, and 7 students (13.21%) labeled as the poor to average. In other words, mostly students in fifth semester students who as total sample in this research have the ability in reading comprehension in average to good classification which the range of students' score was in 60 to 79.

The last finding of this research was about the correlation between students' reading strategies and their reading comprehension ability. The writer applied Karl Pearson correlation in analyzed the data. It showed that the correlation coefficient between students' reading strategies and their reading comprehension ability was 0.51. It means the correlation between both of them is the 'moderate level'.

Furthermore, the correlation between reading strategies which covered; Global Strategies (GLOB), Problem Solving Strategies (PROB), Support Strategies (SUP), and Reading Comprehension Strategies (RCS) and students' reading comprehension test found that different results and level in each classification of reading strategies. The correlation reading strategies and students' reading comprehension showed that Global Strategies (GLOB) in 0.47 (moderate level), Problem Solving Strategies (PROB) in 0.31 (low level), Support Strategies (SUP) in 0.34 (Low level), and Reading Comprehension Strategies (RCS) in 0.38 (Moderate level). The detailed of result of data analysis on the correlation between reading strategies and their reading comprehension ability can be seen on the following table:

Table 1
Numerical Summary of Data Analysis in correlation between use of reading strategies and reading comprehension test

Total Sample	Global Strategies	Problem Solving	Support Strategies	Reading comprehension
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	(GLOB)	Strategies (PROB)	(SUP)	Strategies (RCS)
N = 53	0.47	0.31	0.34	0.38

Discussion

In this research, the writer focused on the categories of reading strategies used by students, how well their ability in reading comprehending, and the correlation between reading strategies and their reading comprehension ability. This research was conducted to the 5th semester students of English Education Study Program, Tanjungpura University. There were two class as sample in this research which total was 53 students. The writer used both a questionnaire and TOEFL reading comprehension test as her research instruments. First, the writer gave the students a questionnaire about reading strategies which they used in reading. The questionnaire covered four reading strategies classification. They are Global Strategies (GLOB), Problem Solving Strategies (PROB), Support Strategies (SUP), and Reading Comprehension Strategies (RCS). A week after that, the writer gave the students a TOEFL reading comprehension test which consists of 50 questions to measure their ability in comprehending academic text. After all those instruments were given, the writer calculate the result of reading strategies score by using average, percentage, and Karl Pearson Correlation formula.

First, generally the strategies which used by students were varying. There were 26 (49.06%) students as high strategy user and 27 (50.94%) students as moderate strategy user. There was no student labeled as a low strategy user. Statically, the difference between high strategy user and moderate strategy user were not really significance. It is indicated that mostly they used reading strategies when they reading academic text. A half of them are aware about the strategies and applying those strategies in their reading and the other students also aware about the strategies, but they did not really applying those strategies in their reading. The detail percentage from each classification showed that Problem Solving Strategies (PROB) was the high strategy user with 44 students (83.01%) and moderate strategy user with 9 students (16.99%). There was no student labeled as low strategy user in this classification. It indicates that Problem Solving Strategies (PROB) was the simplest strategies among the others. The example of reading strategies in this classification were “reading slowly and carefully to make sure I understand what I read”, “paying close attention when the text becomes difficult”, and “trying to get back on the track when lose concentration”. This classification of reading strategies did not need any special treatment to solve the problems when the students face problems during interact with the texts.

The second rank of reading strategies used by students was Global Strategies (GLOB) with higher strategy user was 37 students (69.81%) and moderate strategy user was 16 students (30.19%). There was no student labeled as low strategy user in this classification. This classification needs the readers to action and more critical thinking. It showed from the items in this classification. For example, “Thinking about the content of the text fits with reading purpose”, “Analyzing critically and evaluate the information presented in the text”, and “Predicting the content of the text is about”. Those examples showed us that the

students should do action and more critical thinking to solve the problems when reading.

The next rank of reading strategies used by students was Support Reading Strategies (SUP) with high strategy user was 18 students (33.96%), moderate strategy user was 29 students (54.72%), and low strategy user was 6 students (11.32%). It also indicates that this classification also needs more action to do. The examples of items which needs more action were “Using reference materials (for example dictionary) to help me understand the text”, “Taking notes while reading”, and “reading aloud to help me understand the text”.

The last rank of reading strategies used by students was Reading Comprehension strategies (RCS) with high strategy user was 19 students (35.85%), moderate strategy user was 29 students (54.72%), and low strategy user was 5 students (9.43%). Although those items in this classification were often applied in students’ reading, it was still in the least percentage rather than Problem Solving Strategies (PROB), Global Strategies (GLOB), and Support Strategies (SUP). The examples of the items in this classification were “Applying rapid reading for finding the general idea”, “Identifying the topic, thesis statement, pattern of organization, and supporting details in reading”, and “Understanding and following the main ideas by listing, sequence, comparison and contrast, cause and effect, or problem and solution about the text”. Those examples indicate that the students only applying the strategies which simple and did not take more time.

Based on the result of data analysis, it is known revealed clearly that mostly the students’ ability in reading comprehension academic text of fifth semester students in English Education Study Program in academic year 2013/2014 was in average to good with 43 students (81.13%) in the range of students’ score in this classification was 60 to 79. It indicated that they were good in comprehending academic text in TOEFL Reading Comprehension test.

From the test, the writer classify test items in TOEFL like Reading comprehension test into seven classification; they are main idea, detail (supporting ideas), organization (cause/effect), vocabulary in context (context clue and structural parts), reference, inference, and character traits. This categorized used to describe students’ reading comprehension ability in reading academic text. Based on the categories which the writer had aforementioned, the most frequency of wrong answer was in finding out the main idea in the text, details (supporting ideas) which related to the topic, and inference meaning which something in passage which not directly stated in the passage.

A part of the result of this study showed that there was a correlation between students’ reading strategies and students’ reading comprehension ability. This result was same as results of previous study (Kamran:2012), investigating the relationship existed between Iranian EFL learners’ reading strategy use and their reading achievement performed in their reading comprehension test. For example, Kamran (2012) reported a statistically significant and positive correlation between Iranian EFL learners’ reading strategy use and their reading achievement performed in their reading comprehension test at 0.23 and it classified in low level category. On the other hand, the result of this research showed that the relationship between students’ reading strategies and students’ reading comprehension ability in reading academic text were higher than Kamran’s result.

The researcher's result showed the relationship between both of them was 0.51 and it classified in moderate level category.

However, the correlation between each reading strategies; they are Global Strategies, Problem Solving Strategies, Support Strategies, Reading Comprehension Strategies and students' reading comprehension ability found that different results and level in each categories of reading strategies. The results showed both Global Strategies and Reading Comprehension Strategies use in the moderate level correlation coefficient with the score 0.47 for Global Strategies and 0.38 for Reading Comprehension Strategies. It indicates that a statistically significant relationship exists between Global Strategies and Reading Comprehension Strategies and students' reading comprehension ability. More specifically, the use of Global Strategies and Reading Comprehension Strategies were significant as predictor in students' reading comprehension ability. In addition, both Problem Solving Strategies and Support Strategies were in low level correlation coefficient with the score 0.32 for Problem Solving Strategies and 0.34 for Support Strategies. It means that the relationship between Problem Solving Strategies and Support Strategies and reading comprehension ability showed only very slight relationship between them.

CONCLUSION AND SUGGESTION

Conclusion

Based on the finding of the data analysis, the writer draws some conclusions as follows: 1) The students mostly used reading strategies when they reading academic text. It showed by the percentage of overall classification of reading strategies which 50.94% students labeled as moderate strategy user and 49.06% students labeled as high strategy user. None student labeled as low strategy user. The following lists are the reading strategies used by the students based on their rank order: (1) Problem Solving Strategies (PROB), (2) Global Strategies (GLOB), (3) Support Strategies (SUP), (4) Reading Comprehension Strategies (RCS). 2) The most five frequently used of reading strategies were four items fall into Problem Solving Strategies (PROB) and one item fall into Global Strategies (GLOB). The mean score of the highest frequently was 4.30 and the least was 3.92. All of five items classified in high level. Five the most strategies were paying close attention when the text become difficult, reading slowly and carefully, re-reading for better understanding, using prior knowledge, and staying focus on reading when losing concentration. 3) Reading comprehension ability of fifth semester students was classified as average to good with 43 students or 81.13% students fall in this classification. The range of students' score in this classification was 60 to 79. It indicated that they were good in comprehending academic text, but they still less in finding out the main idea, detail, and inference meaning. 4) Overall the correlation between students' reading strategies and their reading comprehension ability in reading academic text was 0.51. It was classified in "moderate level". It means that there was a positive correlation between students' reading strategies and their reading comprehension ability. Besides, the relationship in each classification of reading strategies showed that Global Strategies was 0.47, Reading Comprehension Strategies was 0.38, Support Strategies was 0.34, and Problem Solving Strategies was 0.31. Both Global

Strategies and Reading Comprehension Strategies classified in moderate level in students reading comprehension ability. Both Support Strategies and Problem Solving Strategies classified in low level which show only very slight relationship between reading strategies used by students and their reading comprehension ability, although it may be statistically significant.

Suggestion

Based on the data analysis and conclusions of research findings, the writer has some suggestions as follows: (1) English education study program students should be more conscious about their own reading strategy used and they should utilize reading strategies as powerful learning tools in reading comprehension. Thus, they can improve their reading comprehension ability by consider the purposes and the aspects of reading. They can choose the appropriate reading strategies to adjust with their reading purposes. (2) Considering reading has the important role to support the other skills, it is suggested to priority reading subjects that are being taught to the students in order to improve students' ability in reading.

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